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ABSTRACT

This update of the 1998 Plan for the 21st Century was designed to augment the California Community College Family and Consumer Sciences in the 21st Century packet, produced in 1996. It summarizes a variety of activities, products and events that have taken place over the past two years, and suggests resources and contacts for learning more about model programs and innovations. Priorities include improved curriculum and delivery systems, Partnerships for Excellence with students, staff development, integration and coordination programs, marketing, promotion and networking, articulation -2+2+2-, improved advocacy skills, aggressive analysis, and alignment of programs with school-to-career, CalWORKs, and economic development. A section on subject-specific priorities and strategies outlines the following disciplines: fashion, interior design/merchandising, lifespan-child development, nutrition and foods and hospitality. Other sections include Assessment of SCANS: Teaching Life Management in California Community Colleges; The Role of Life Management in Welfare Reform, and Innovative, Exemplary and Model Practices, which covers the above-listed disciplines. (Contains 19 references.) (AS)

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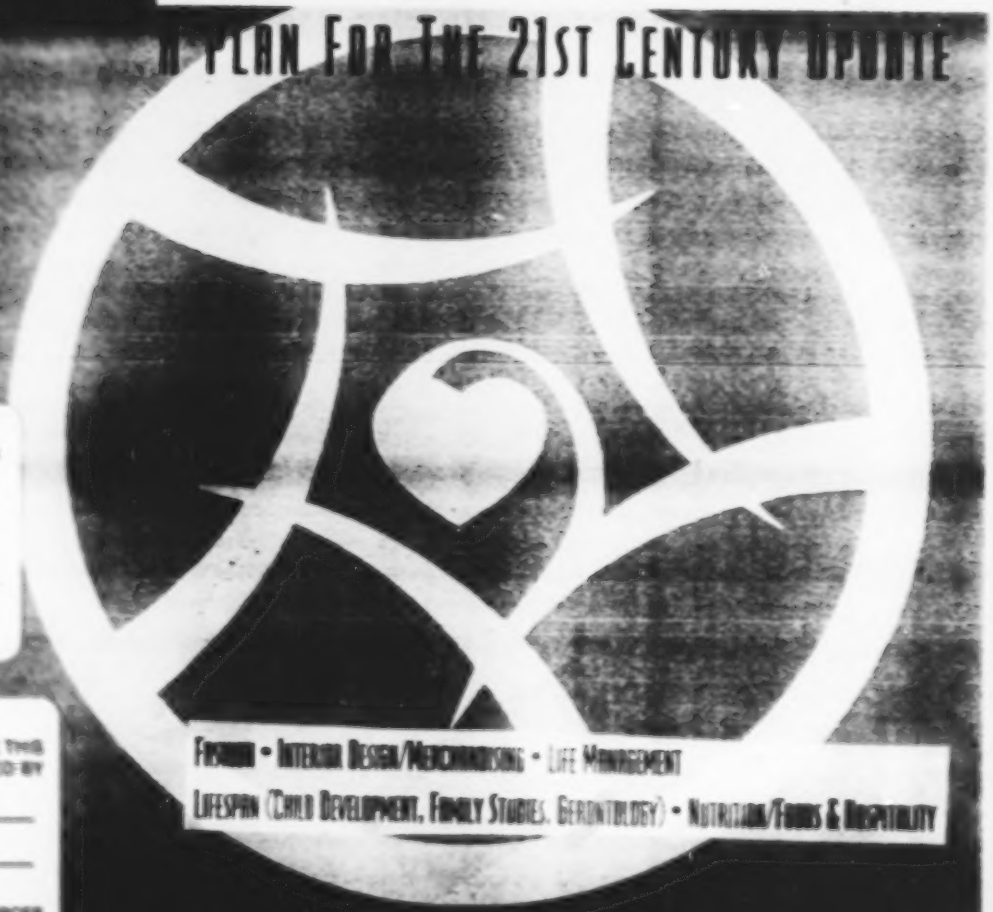
California Community Colleges Family and Consumer Sciences

1998

A Plan For The 21st Century Update



Fashion • Interior Design/Merchandising • Life Management

Lifespan (Child Development, Family Studies, Gerontology) • Nutrition/Foods & Hospitality

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This publication was designed to update and augment the *California Community College Family and Consumer Sciences in the 21st Century* packet produced in 1996. It will be most beneficial when utilized in conjunction with the 1996 packet and especially the *Plan for the 21st Century*. That publication was designed to be a companion for the *California Community College Family and Consumer Sciences Program Plan, 1996* and contains valuable information which is still relevant.

The *21st Century Update* summarizes a variety of activities, products and events which have taken place over the past two years. It also suggests resources and contacts for learning more about model programs and innovations.

A limited number of copies has been sent to each college. Participants in the March 1998 Family and Consumer Sciences and Early Childhood Educators conference *Learning To Earn* have also been provided a copy. Please share the information with others at your school, college or agency.

Appreciation is expressed to those who participated in developing priorities common among Taxonomy of Programs (TOP) Code 13 programs and those specific to each of the six programs: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition and Foods and Hospitality.

Special thanks to the California Community College Family and Consumer Sciences State Advisory Committee, the CCC Early Childhood Educators Board and the Design Team for the Los Angeles Mission College-based professional development project.

The LA Mission project convened a 10-member Life Management Task Force to refine and delineate the future role of the Life Management courses and program. Their recommendations are an important part of this publication.

Particular recognition is given those individuals and colleges which submitted Exemplary/Innovative Practices and developed special vocational education and economic development projects for willingly sharing their experiences with the goal of improving educational preparation for community college students statewide.

You are encouraged to review strategies and techniques described and the priorities identified to determine those which you might adapt to improve your courses, programs and teaching strategies. Involve business and industry, community and government agencies and organizations, students and other disciplines and support services at your college in this review to garner their endorsement and support.

The Process

Family and Consumer Sciences (FACS) programs in California community colleges have been proactive in assessing and addressing statewide issues, trends and challenges. Through the creative leadership of the FACS State Advisory Committee, strategies have been developed to meet the challenges of priorities in industry and education. The committee has taken its responsibility to advise and recommend action to the Chancellor's Office, California Community Colleges (COCCC) very seriously. Many of the committee's recommendations have resulted in the development of special project specifications by the COCCC. The committee has encouraged local colleges to submit applications for these projects which has resulted in the development of models for replication by other colleges and disciplines.

To determine critical needs and priorities, the committee has consistently expanded its own expertise through providing opportunities for grass roots input. In June 1997, the SAC sponsored two invitational events: an Alternative Instructional Delivery Systems Task Force meeting and a Strategic Planning Retreat. These two groups helped to shape the priority recommendations for and action of the committee.

At Task Force recommendation, a survey of California community college Alternative Instructional Delivery Systems Practices was included in the August COMPENDIUM. Another recommendation was to provide staff development for integration of technology into the teaching/learning process. This was an important consideration in planning the 1998 statewide conference. Technology is a part of the Exemplary, Innovative an Model Practices featured on pages 6 through 8.

Strategic Planning Retreat outcomes were the identification of priorities for FACS and the specific disciplines and essential professional development activities. Recommendations were utilized by the Curriculum/Profession Development in FACS project at Los Angeles Mission College and especially for statewide conference planning

During the CCC FACS/ECE *Learning To Earn* conference in March, 1998, subject matter sessions promoted discussion to sharpen the focus of priorities shared in common and unique to each discipline. Priorities were validated and enriched by industry and education members of the State Advisory Committee in June, 1998.

Shared Priorities

- Curriculum and delivery systems and the need for constant change to provide student access, e.g. CalWORKs, modularization, common numbering system.
- Partnership for Excellence with students.
- Staff development for faculty and other college staff.
- Integration and coordination of programs.
- Marketing, promotion and networking with business and industry, the college community, government and community based organizations and students.
- Articulation -2+2+2- with secondary/TechPrep, four year colleges and universities and with other community colleges.
- Advocacy skills must be expanded and sharpened.
- Aggressive analysis and alignment of programs with school-to-career, CalWORKs and economic development.

Subject Specific Priorities and Strategies

Priorities listed for each discipline are not intended to be all inclusive. However, the priorities and strategies received prominent attention from professionals participating in conference Focus Groups which were chaired by the education representatives of the State Advisory Committee. Industry quotes are from business members of the committee. These professionals have recognition and expertise in the field which they represent and a vision for Family and Consumer Sciences in California community colleges.

Fashion

Workers need a base of historical and technical skills to be innovative. Karen Willet, Fashion Design Consultant

Priorities

Partnerships for Excellence to achieve student success with the changing student population and the competing forces in their lives.
Leadership on campus - administrative support, communication and resources.
Industry partnerships and collaboration to promote student internships, faculty job shadowing, resources, e.g. equipment/facilities, worker retraining and job driven industry standards to guide curriculum.
Articulation and recruitment/promotion with high schools and TechPrep.
Uniformity of assessment college-wide and within programs and courses.

Strategies

Package courses differently - short term, fast in and out.

Require Life Management skills for all students.

Accommodate visual learners through varied instructional materials, software, tutorial, interactive distance education.

Network to gain support, e.g. ASB, to share resources, other disciplines.

Faculty observe/intern to update industry knowledge and skills.

Interior Design/Merchandising

Tendency is to think of computer connection with CAD. Need to address paperwork of the business, i.e., spread sheets, estimating, cost control. Parts of industry are not into technology. Need to help students, faculty and industry progress. Annette Starkey, Living Environment Design

Priorities

Part time, adjunct faculty teach many of the classes. They have excellent industry knowledge and skills, but don't know how to teach so expectations fall short.
Pooled/ shared resources: facilities, faculty and expertise as currently practiced in Southern and Northern California Regional Programs needs to continue to maintain and expand program effectiveness and strength.
FIDER accreditation and the final direction could have detrimental impact.
Marketing for increased enrollments.
Articulation/CAN to explore other options for insufficient number of CSU transfer sites.

Strategies

Provide paid inservice on teaching skills and techniques or incentives for participation.
Provide staff development and dissemination on regionalization and continue to refine and improve existing regional programs.
Encourage individual and college letters, department position papers and letter from FACS State Advisory Committee to FIDER.
Interact and network with high school art and other related departments. Use students and industry to make presentations to high school and community college counselors.
Arrange for counselors to job shadow in industry; explore TechPrep funding support.

Lifespan – Child Development

Priorities

Redesign courses to align with Child Development Permit Matrix and CalWORKs and yet maintain quality, e.g. open entry/exit, hands-on practical experience, alternative methods of delivering instruction and experience.

Staff development to train mentor teachers in labs and practicum sites, center staff to deal with CalWORKs, faculty to teach permit competencies and share curriculum.

Parenting issues: educate parents about their children, train students to work with parents more effectively, integrate Life Management blocks into all ECE courses.

Campus and community integration and coordination, e.g. Cal WORKs, student services, community based organizations, community facilities to maximize resources.

Advocacy for increased compensation for child care workers.

Strategies

Hold regional workshops on curriculum redesign/core courses and promote networking and expanded communication among ECE programs thorough meetings, fax, web page, CCCECE.

Market the importance of professional growth (after 12 units) and offer workshops and networking opportunities.

Network and collaborate with Life Management faculty on campus or with neighboring colleges. Look at parenting courses currently offered at centers.

ECE faculty should become aware of and involved with community projects and providers and offer resources and assistance.

Include students and families in legislation and advocacy efforts.

Child care workers need small business/ entrepreneurial skills along with discipline competencies. It breaks my heart when a program goes under because of a lack of skills in the business aspects of child care.
Kate Fitz-Berger, Contra Costa Child Care Council

Nutrition and Foods and Hospitality

Priorities

Curriculum to address current food service and entertainment industry demands and consumer market trends.

Job training for fast turn around for Cal WORKs and to meet work force needs.

Industry training for certification, recertification and to improve standards.

Interdisciplinary instruction and programs, e.g. child development/nutrition, hospital/wellness/exercise, convalescent care/gerontology.

Require Life Management as a core course.

Strategies

Help solve industry problems through tailoring and packaging courses/training in response to critical needs, e.g. Sanitation and Safety online.

Train students to become more consumer centered to meet such demands as home meal replacement, down-sized restaurants, etc. Emphasize catering skills and home-cooked flavor.

Incorporate entrepreneurial skills and creative thinking into curriculum to better prepare students for changing workplace.

Market courses and programs for training, retraining and upgrading.

Form training partnerships with industry. Show industry what you can do for them and more will open.
Shirley Brown, Rubi Foods

Become problem solvers - don't look to others to do it for you, but do tap into resources.
Harry Brockwell, American Culinary Federation

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Assessment of SCANS: Teaching Life Management in California Community Colleges

In March, 1998, a 10-member Life Management Task Force was convened to:

- *Assess the effectiveness and utilization of the SCANS: Teaching Life Management in California Community Colleges resource distributed in 1996.*
- *Develop a position statement about the value and role of Life Management instruction for CalWORKs clients.*

The Curriculum/Professional Development in Family & Consumer Sciences project, funded through a VATEA State Leadership grant awarded to Los Angeles Mission College by the Chancellor's Office, California Community Colleges sponsored the Task Force meeting and the development of this position paper.

Reception and utilization of the resource publication has been exceptional. COCCC Specialist Peggy Sprout Olivier indicated she had received more requests for this publication than any other during her tenure at the Chancellor's Office. Produced and distributed in 1996 through a SCANS grant awarded to Long Beach City College, it is a compilation of teaching strategies and instructional resources developed and tested by local colleges. During a two-day retreat, community college and four-year university educators carefully selected the references to be included. As a result, the resource is user friendly and field tested which probably accounts for its popularity.

Some ways in which the SCANS resource is being utilized in addition to implementation in Life Management classes include:

- using strategies to help integrate Life Management subject matter with other disciplines
- utilizing with students enrolled in university level teacher training classes
- providing to new community college instructors
- offering training for business with curriculum built upon the strategies

What impact has SCANS had on the teaching of Life Management classes?

Task Force members reported a shift away from the *lecture mode of instruction*. They further indicated a much more active learning environment in their classrooms with students taking more responsibility for their learning. Team work and group projects are integrated into the classes. The numerous new activities in the SCANS resource have broadened teaching skills.

The more active style of teaching has resulted in closer bonding with students. Classes are more popular and enrollments are up. One instructor discussed the challenge, yet importance of including small group discussions and team projects with 80 students in the class.

Recommendations:

- Fund a future statewide leadership project to develop a list of additional resources for Life Management courses.
- Reprint *SCANS: Teaching Life Management in California Community Colleges* if feasible and make available on a cost plus basis.

SCANS: Teaching Life Management in California Community Colleges is available **PREPAID** only - **NO PURCHASE ORDERS.** To order:

1. Indicate the number of publications requested & title.
2. Include a college or personal check for $30 for each publication. Price includes tax, shipping and handling. For personal checks, indicate Drivers License number and expiration date.
3. Make check payable to: LBCC Book Store
4. Mail to: Book Store, Long Beach City College, 4901 East Carson Street, Long Beach, CA 90808 Attn: Shirley Schaaf.
5. Include mailing name and address OR mailing label.

The Role of Life Management in Welfare Reform

Life Management can play a vital role in Welfare Reform and CalWORKs. The Life Management course consists of around 15 vital but independent units of information. This material can be selected and organized according to the needs of the audience and the time available. Many topics include SCANS competencies.

Options for Flexibility

The traditional 3 units could be separated into three 1 unit modules. Suggestions of titles and content include:

Personal Effectiveness: mission and purpose, goals, values, standards, self-esteem, communication and conflict resolution.

Time Management: time management strategies, learning styles, study skills, motivation and delegation, parenting, household management.

Money Management: spending, budgeting, credit, debt management, nutrition and health.

Courses can be taught in three-hour blocks, two or more times a week, at the college campus or at various community sites. Courses may be offered in a credit or noncredit mode, any time of day, week days or weekends. Instructional variety to meet diverse student abilities and needs is essential.

Relationship to CalWORKs

Most of the Life Management course content parallels the CalWORKs curriculum for personal development, or soft skills. Someone from Family & Consumer Sciences at each campus needs to call this to the attention of the CalWORKs Director. The Los Angeles County Welfare-To-Work Plan mentions the importance of life skills training for CalWORKs participants. It is rewarding to see the reference to community colleges as a provider of these skills. One effective strategy for marketing Life Management is the use of testimonials from students on how the course has changed their lives.

The Life Management course focuses on skills which all individuals need including students from CalWORKs, those who are incarcerated and the homeless. Therefore, this class should be on all certificates, particularly since it includes most of the SCANS competencies and foundation skills. Business, industry and government repeatedly choose to hire the person with life management skills and some technical skills, over the person with a high level of technical and a low level of life management skills. A summary of some essential work place skills is shown on the grid on page 6. Life Management faculty should most appropriately teach skills listed under Life Management and Balancing Family/Work. Skills listed in the other three cells may be more appropriately taught by other disciplines or student services staff.

Position Paper based on Life Management Task Force analysis and recommendations, March, 1998, and compiled by:

Lynne Miller, Long Beach City College
Joann Driggers, Mt. San Antonio College

Life Management Task Force

Co-Chairs:

Joann Driggers

Mt. San Antonio College

Lynne Miller

Long Beach City College

Members:

Barbara Gershman

Saddleback College

Mary Nelson

Monterey Peninsula College

Kay Sims, Yuba College

Carol Thomas

San Joaquin Delta College

Bonnie Rieber, CSU Long Beach

Carolin Caverly, CSU Long Beach & adjunct at several Community Colleges

Irene Weaver, Just Right, Help II, Inc., industry representative

Peggy Sprout Olivier

Chancellor's Office, California Community Colleges

Laurie Rush, CSU Long Beach graduate student at Saddleback College

LA Mission Professional Development Project:

Sandra Lampert, Project Director

Shirley McGillicuddy, Consultant

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Life Management faculty should most appropriately teach skills listed under Life Management and Balancing Family/Work. Skills listed in the other three cells may be more appropriately taught by other disciplines or student services staff.

WORLD OF WORK				
Life Management	**Balancing Family/Work**	**Job Search Activities**	**Job Retention**	**Careers**
budgeting time management values identification decision making problem solving learning to learn goal setting career & life planning health & nutrition appearance rights & responsibilities	confidence parent education extended families child care stress management communication juggling responsibility first week on the job getting unstuck	applications labor market information understanding job descriptions letters of qualification resumes thank you letters phone techniques practice interviews	self-starting work skills doing a good job fitting in at the workplace communication responding to criticism work habits/behavior teamwork/sharing responsibility respect adapting to change personal problems working relationships exercising judgment	clusters videos guest speakers field trips

Innovative, Exemplary and Model Practices

College faculty continually introduce new concepts, exciting teaching strategies and techniques and different approaches to stimulate learning among the very diverse student populations so typical of all community colleges today. Listed below and on the following pages are some quality examples which were submitted for review, featured during the statewide *Learning To Earn* conference or developed through funded special projects during 1997-98. A contact is listed to help you gain more detailed information for replication and adaptation for your own program. For convenience, some innovations are clustered by discipline. However, you will find there is both intra and inter-disciplinary transferability and you are encouraged to review all examples.

Fashion

Apparel Industry PreProduction Model Factory & Intensive Inservice, Apparel Manufacturing. Partners: Pasadena City College, Gerber Technologies. Jennifer Orum, Karlene Cunningham, Faculty, Fashion Department, Pasadena City College, (626) 585-7355. Created a state-of-the-art apparel industry related computer lab suitable for training current industry workers and students. Faculty spent time in industry observing and participating in computerized pattern and illustration design and rewrote courses to cover required skills and technology. An inservice component was included.

Accelerated Training for New Emerging Industries: Apparel Industry. Partners: Orange Coast College, Los Angeles Trade & Technical College, The Textile Clothing Corporation [TCF], Chris Amaral, Project Director, Orange Coast College, (714) 432-5841, Fax: (714) 432-5534. Training for computer applications for the apparel industry was expanded through the use of video conferencing. Snap Fashun and Gerber Silhouette were demonstrated. An industrial sewing certificate was developed for CalWORKs. Extensive staff development included job shadowing. Provided distance learning using shared computer software and shared lessons developed by each college. Potential: link colleges throughout the state with the lab.

Interior Design/Merchandising

Using Computer Technology for Instruction in Color Theory - An Interactive Experience. Linda Kammerer, Orange Coast College, (714) 432-0202. Color theory course adapted to CD ROM for Interior Design students, also applicable to Fashion and other disciplines.

Curriculum/Professional Development: Northern California Interior Design Nine College Consortium. Bonnie Panizzera, Project Director, Santa Rosa Junior College, (707) 527-4258, Fax: (707) 527-4816. E-mail: Bonniepan@aol.com. Developed a multi-level, industry-based regional interior design curriculum. Development recognized the strengths and resources of individual colleges. Included were distance learning components, a student tracking system, promotional materials and staff development activities.

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Life Management

Butte College Implementation of License: 7 Habits for Highly Effective People. Connie Evans, Education Account Manager, (800) 272-6839, ext. 5077; Fax (801) 496-5066 or call Sandi Anderson (916) 895-2542. Butte applied for and was accepted to be licensed to use videos, work book and other materials of Stephen R. Covey's successful program. Used with students and for staff development.

Money Management for Financial Aid Students. Lynne Miller, Long Beach City College, (562) 938-3123, Fax: (562) 938-3990, E-mail: lmmiller@lbcc.cc.us. An 18 hour money management class offered for students receiving financial aid. Content extracted from full semester Life Management course in the *Program Plan*.

STAR Learning Community. Lynne Miller, Long Beach City College, (562) 938-3123, Fax: (562) 938-3990, E-mail: lmmiller@lbcc.cc.ca.us. Life Management is included in a 12 unit learning community, STAR (Students & Teachers Achieving Results), targeting students who score at remedial levels on the college assessment exam. Other courses include English composition, reading, study skills and career planning. Student retention has been high.

Life Management & Lifespan – Gerontology

Seniors "R" Us - A Public Access Cable TV Show. Sandra Lampert, Los Angeles Mission College, (818) 364-7696, Fax: (818) 364-7755, E-mail: Sandilamp@aol.com. Series of 1/2 hour TV shows addressing senior issues and interests.

Lifespan – Child Development

Video Modules for Child Growth & Development. Melanie Diedenchs, Mt. San Antonio College, (909) 594-5611, ext. 4606, Fax: (909) 468-3882, E-mail: Melmtsac@aol.com. Nine broadcast quality observation and interview segments to be used in CHLD 10: Child Growth and Development distance learning section as well as on-campus sections. Provides students access to observe children while maintaining high academic standards.

Partnership: Campus & Community Connection in ECE. Melanie Diedenchs, Mt San Antonio College, (909) 594-5611, ext. 4606, Fax: (909) 468-3882, E-mail: Melmtsac@aol.com. A partnership of Mt. San Antonio College Early Childhood Development and the Childhood Center and Pomona Unified District Head Start/Children's Program has expanded the supervised learning opportunities for students and eligible families both on and off-campus and on Saturdays.

Lifespan – Human Services

Interdisciplinary Paraprofessional Development. Lorraine Lima, Project Coordinator, Community College Foundation, (626) 287-7850, Fax: (626) 451-0239, E-mail: Lima30668@aol.com or Miriam Baran, LA Mission College, (818) 356-7600, ext. 4696, E-mail: mbbma@aol.com. A strategy to link community-defined human services needs with community colleges and other support resources. The goals: support yet-to-be-employed or underemployed individuals interested in human services and enhance the sustainability of child/family support programs.

Nutrition & Foods and Culinary

Accelerated Training for New Emerging Industries: Food Service/Culinary. Partners: Los Angeles Mission College, Oxnard College, American Culinary Federation, Los Angeles County Health Department, National Restaurant Assn. Gayle Brosseau, Project Director, Los Angeles Mission College, (818) 364-7797, Fax: (818) 364-7755, E-mail: brossegd@laccd.cc.ca.us. Developed, tested and delivered a Sanitation & Safety online course to meet industry standards for ACF certification (30 hrs.) and recertification (8 hrs.) and also transfer requirements for 3 units (48 hrs). Project coincidentally timed to answer landslide needs triggered by TV Network investigation of LA County restaurant kitchen sanitation practices.

Industry Partnership: Off-Site Learning. Paul Bernhardt, Diablo Valley College, (510) 685-1230, ext. 484, Fax: (510) 687-6384. Diablo Valley in cooperation with Pacific Bell and Aramark provides students with hands-on experience operating a food service facility for 9500 employees. Equipment and technology are state-of-the-art. Instruction is integrated with real-life challenges of the business.

FACS – Interdisciplinary

Student Leadership Symposia: Fashion, Interior Design, Culinary. Leslie Asfour, Project Coordinator, San Joaquin Delta College, (209) 954-5573, Fax: (209) 954-5600, E-mail: lasfour@sjdccd.cc.ca.us. Statewide symposia and competition for community college students in Fashion, Interior Design/Merchandising and Culinary Arts attracted over 40 participating colleges, 35 industry professionals. Provided opportunities for students to exhibit their work and featured a leading national motivational speaker. $6,000 was awarded in student scholarships.

Curriculum/Professional Development in Family & Consumer Sciences. Sandra Lampert, Project Director, Los Angeles Mission College, (818) 364-7696, Fax: (818) 364-7755, E-mail: Sandilamp@aol.com. Designed and delivered a variety of staff development activities in response to identified needs and priorities for local college professionals. Surveyed college Alternative Instructional Delivery Systems Practices and identified local Exemplary Innovative Practices. Produced and distributed 4 issues of COMPENDIUM to 2400 individuals discussing issues and trends in FACS and the 6 TOP Code 13 programs. In cooperation with the CCCECE and the FACS State Advisory Committee produced a statewide two-day conference for 145 participants and special events including two industry-based tours, a hands-on workshop on designing, developing and implementing an on-line class and special Child Development sessions. Supported the efforts of a Life Management Task Force to assess the *SCANS: Life Management* resource and develop a position for Life Management instruction with CalWORKs. Expanded communication through designing and maintaining a web site.

Learning To Earn Conference Presentations

Active Learning Using Quality Tools. Joann Driggers, Mt. San Antonio College, (714) 594-5611, ext. 3906, Fax: (909) 468-3936, E-mail: sw9000@aol.com. Analyzed factors/reasons for using or not using active learning. A four-member panel representing different disciplines, presented four situations and demonstrated some active learning tools. A bibliography, description of a competency matrix and process folio were provided.

Aligning Courses with the Child Development Permit Matrix. Linn Violett, Cosumnes River College, (916) 688-7158, Fax: (916) 688-7443, E-mail: linn.violett@ccc-infonet.edu. Overview of the Matrix including recent changes, professional growth elements, specialization units for Master Teacher Level and the pilot program to examine effectiveness of program approval process. The Los Rios District experience was discussed as a model for developing certificates and course revisions in line with CDP Matrix.

Building Community Partnerships & Networks. Sharon Tate, Los Angeles Trade Technical College, (213) 744-9004, E-mail: Sharon_L_Tate@laccd.cc.ca.us. Industry/education panel explored the challenges and positive benefits for all partners achieved through collaboration, i.e. rebuilding the economic vitality of the community, better trained work force. Valuable strategies were shared.

Formation & Facilitation of Group Activities. April Mansfield, Long Beach City College, (562) 938-4740, Fax: (562) 938-4389. Consideration of reasons for group participation and projects; application to a variety of courses and topics and student outcomes for group process and active learning. Hands-on activities to form student groups in the classroom were demonstrated.

Portfolios As An Alternative Assessment. Eloise Cantrell, Los Angeles Mission College, (818) 364-7625, Fax: (818) 364-7755, E-mail: eloise@smtplink.laccd.edu. Portfolios provide a more comprehensive method of student evaluation than traditional objective testing. The three learning domains are measured and validated against established criteria.

Safe Start ... Violence Intervention. Leslie Dragoo, West Kern Community College, (805) 763-1618, Fax: (805) 763-7705, E-mail: ldragoo@taft.cc.ca.us. This process helps individuals recognize the effects of violence on young children and provide individual and group support to children and their families and ways to help children safely express their feelings about violence. Early Childhood teachers learn coping strategies for anger and conflict resolution. An extensive bibliography of children's literature referencing violence/anger is also available.

CALIFORNIA COMMUNITY COLLEGES
FAMILY AND CONSUMER SCIENCES

Look at Family and Consumer Sciences as an area we are all proud of.. take pride. You must perceive you are the best! Harry Brockwell, American Culinary Federation

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Resource Contacts

Chancellor's Office, California Community Colleges
Educational Services & Economic Development Division
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Community College Foundation
Larry Toy, Director, ltoy@cc1.cccco.edu, (916) 322-0882
CCCAOE (California Community College Association of Occupational Education)
Len Price, President, Los Medanos College; Mike Moyers, President - Elect, Yuba College; Ina Rae Lagam, Executive Secretary, P.O. Box 3277, Danville, CA 94526, (510) 648-0674
Regional Consortia Coordinators
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Desert: Tom Clark, San Bernardino Valley College
North/Far North: Gert Tipton, Cosumnes River College
Bay: Fred Critchfield, Foothill-DeAnza CCD
San Diego/Imperial: Kay Turman-Hartig, Cuyamaca College
Los Angeles/Orange: Lyla Eddington, Rio Hondo College
Central: Gary Mendenhall, Modesto Junior College
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CCCECE (California Community College Early Childhood Educators)
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FAMILY AND CONSUMER SCIENCES

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